

¡Vamos a Comer! Theme-based course with Dani y Beto.

Lesson Plan 6 Note: All activities should take 5-7 minutes.

Day 6 Target Vocabulary: En un restaurante

<i>la ensalada</i>	salad	<i>la cebolla</i>	onion
<i>la sopa</i>	soup	<i>La carta, por favor.</i>	The menu, please
<i>las verduras</i>	vegetables	<i>La cuenta, por favor.</i>	The bill, please
<i>el pastel</i>	cake	<i>Pásame _____, por favor.</i>	Pass me _____, please.
<i>el tomate</i>	tomato	<i>El mesero/la mesera</i>	The server (waiter/waitress)
<i>¡Qué asco!</i>	Gross!	<i>sin</i>	without

Preparing for class: Be sure to have the nametags ready for all of the students, whether you are using sticky labels or the laminated tags with string they wear around their necks. Also, make sure you read this plan carefully so you have all of the flashcards, images, and other materials prepared in advance. Remember that it is key to instruct the class bilingually and encourage the students to use gestures, other nonverbal cues, or cognates to understand the Spanish. Have fun with the puppets—use them to make the class come alive!

Introduction: Play Spanish music as the students enter the room and greet them by saying *¡Hola!* Take attendance and have the students say “*presente.*” Make sure to show the students the Classroom Responsibilities poster and Consequence and Rewards chart and check to see that they remember how they can earn a peso or lose a star, depending upon the system you chose. Make sure they recognize the attention-getter and can explain what they should do when you use it.

¡Cantamos! Start class with the theme song—“**Vamos a comer.**” Sing through it once while the class hums to refresh their memories if necessary, then have everyone join in for the second round through with the clapping and gestures from Day One. Don't forget to give all instructions in both Spanish and English!

Vamos a Comer (Sing to the tune of “The Farmer in the Dell”)

Vamos a comer

Vamos a comer

Toda la clase, vamos a comer

Vocabulary: Quiz your class: *¿Qué dice la canción?* "Let's eat. Let's eat. Everyone in the class, let's eat." Emphasize the phrase *vamos a comer* and have all the students repeat after you.

Repaso: Mata la mosca

Invite all of the students to sit down in a circle on the floor. Pull out your puppets and check to see what the class remembers from the last lesson by using the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

Beto: *¡Hola, Dani! ¿Cómo estás?* Hi, Dani! How are you?

Dani: *Bien, gracias.* Good, thanks.

Beto: *Te traje una galleta.* I brought you a cookie.

Dani: *Mmm...¡una galleta! ¡Qué rico!* Check with your class to see if they remember the meaning of this vocabulary—praise efforts to answer.)

Beto: *¡Ay! Mira—¡una mosca!* (Beto is very upset by the fly—set up the large clipart picture of the fly.) Look—a fly! *¡Mata la mosca, Dani! ¡Mata la mosca!*

Dani: *¡Vamos a matar la mosca!* Let's kill the fly!

To review the vocabulary covered thus far, play a quick game of **Mata la Mosca**. Write the various vocabulary words and phrases on the board in English with their corresponding pictures, or on cards that you tape to the wall. (You can adapt the Go Fish cards for this activity. You can skip the table setting vocabulary for now, as it will be reviewed later in the lesson.) Divide your class into two teams: Equipo Dani and Equipo Beto. Call one person from each team up to the board and give each player a flyswatter. Have the contestants turn away from the board with their hands behind their backs. Call out a word or phrase in Spanish. The first player to turn around and swat the correct picture/vocabulary phrase scores a point for the team.

Puppet time! Invite all of the students to sit down in a circle on the floor. Pull out your puppets and act out the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

Dani: *Beto, ¿quieres pan?* (Have the Dani puppet offer the Beto puppet a roll or a piece of bread.)

Beto: *¡Mmmm! ¡Pan!* (The Beto puppet grabs it out of her hand, then immediately falls on the bread, making impolite chomping noises.)

Dani: *¡Beto! ¡Qué asco! Pórtate bien, primo.* Beto! Gross! Behave yourself!

Beto: *¡Tengo hambre!* (Beto immediately goes back to eating rudely.)

Dani: *¡Qué asco! Clase, ayúdame por favor. Repita: BETO, ¡qué asco!* (Encourage the class to say it with you several times. Use as much drama, nose-holding, and as many disgusted expressions as possible to make the point. Ask your students what they think *¡Qué asco!* means and then emphasize the phrase by having everyone repeat.)

Teacher: Explain that the class is going to help teach Beto better manners, but first, you need to set the table for them so they can practice.

Juego: Missing Object

Explain to your class that every time Dani and Beto set the table they forget something and the class needs to help them remember the items they forgot. Set up all the related objects on a table beforehand. (These can be actual objects or prepared flashcards, if necessary.) Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try and memorize them. Send one person from each team to go to the hallway or put on blindfolds. You will then remove an item from the table before calling the students back in. The first person from each team to remember the name of the object that is missing and say it correctly in Spanish scores a point for his or her team. You can keep playing for 5-7 minutes.

Puppet Time and Introducing New Vocabulary

Once the table is set for two, add the necessary real, plastic, or picture versions of food for the skit to follow: *una ensalada*, carrot sticks other veggies on a plate, a soup bowl, and a cake.

Dani: *Ahora, Beto, vamos a practicar.* Now, Beto, let's practice.

Beto: *¡Quiero una hamburguesa!*

Dani: *Ay, Beto. Vámanos. Repita, por favor: Quiero una hamburguesa, por favor.*

Beto (with your students): *Quiero una hamburguesa, por favor.* (Have the students repeat at least twice, with different inflections. After reviewing that term, move to the new vocabulary for the day, below. Make sure to show the visual aids for each.)

Dani: *Muy bien, Beto. Ahora, las verduras.* (Show the vegetables.) *¿Qué dices, Beto?* (Encourage the class to help Beto. As you continue, teach them the phrase *Pásame _____, por favor* as well as the term *verduras*. Be sure to have every student repeat these and hold up the corresponding images as you move through this activity.)

Beto (with students): *Pásame las verduras, por favor.* Pass me the vegetables, please.

Dani: *Muy bien, Beto. Ahora, la ensalada.* (Indicate the salad and encourage the class to help Beto.)

Beto (with students): *Pásame la ensalada, por favor.* (Teachers: have all of the students repeat the phrase plus the word *ensalada* while you hold up that image.)

Dani: *¿Y la sopa?*

Beto (with students): *Pásame la sopa, por favor.* (Teachers: have all of the students repeat the phrase plus the word *sopa* while you hold up that image.)

Dani: *¡Perfecto! ¿El pastel?*

Beto (with students): *Pásame el pastel, por favor.* (Beto rubs his stomach with anticipation. Teachers: have all of the students repeat the phrase plus the word *pastel* while you hold up that image.)

Dani: *¡Mucho mejor! Much better, Beto!*

¡Cantamos!: Por favor, pásame

Form a circle with your students. You will use the song below to teach your students how to politely ask for things in Spanish. Before you begin each verse, show the vocabulary item in question and have your students repeat its name. Then, as you begin each verse, pass the appropriate item or image around the circle. The goal is to get the item to each student and back to you before the appropriate verse is done.

Por favor, pásame (to the tune of "Row, Row, Row Your Boat")

Por, por, por favor
Verduras, por favor
Pásame, pásame, pásame, pásame
Verduras, por favor

Por, por, por favor
Ensalada, por favor
Pásame, pásame, pásame, pásame
Ensalada, por favor

Por, por, por favor
La sopa, por favor
Pásame, pásame, pásame, pásame
La sopa, por favor

Por, por, por favor
El pastel, por favor
Pásame, pásame, pásame, pásame
El pastel, por favor

TIP: You can adapt this song by adding different vocabulary. This makes a great review song for each week!

Juego: Pásame Chase (5-7 minutes only)

This is a chase game that is played outside or somewhere with enough room to move about without crashing into furniture. See if you can borrow part of the gym or cafeteria if the weather outside is poor. One person is "It" and stands several feet away from the group of other players who gather at a designated home base.

All the players at home base think of a food item in Spanish and whisper their selections to each other (including the teacher) so everyone but the one who is "It" knows everyone else's food item. (This prevents cheating.) Once the foods are selected, "It" can come stand 5-10 feet in front of home base and begin the game. "It" calls out different food items in Spanish using this phrase: "*Pásame el _____, por favor.*" When someone's food is called, they must get up and run around the established route, within the proper boundaries, and make it back to home base before "It" tags them. Both "It" and the runner must run in the same direction, and "It" must tag home base before chasing the runner. If the runner gets tagged before making it back to home base, s/he becomes "It." If "It" doesn't tag anyone, "It" stays as the tagger.

Always be sure to review the student responsibilities before playing a game to ensure it goes smoothly. Also, it may help to give the students a smaller list of possible vocabulary words before playing, both to review the terms which have been covered and to make "It's" job easier.

*****VARIATION:** If you do not have access to an appropriate space such as a gym, be sure not to try this activity. You can easily vary the activity for a traditional classroom. Set your class up in a few lines (teams) facing you. Each line should have a set of food related images in a bag or envelope in front of them. When you say, "*Pásame el _____, por favor,*" the student at the front of the room must look through the images and then pass the image down the line to the last person in the line. The last person must take the image and go to the front of his or her line. The team that does this most quickly has the option to answer for the winning point. The teacher will then say the phrase again: "*Pásame la leche, por favor,*" for example. The quickest team must hold up the image they passed, which should have been of *la leche*. However, if that team doesn't hold up the correct image, another line/team has the option to steal the point. Keep playing until everyone has had a chance to be at the front and back of the line.

*To transition to snack time, try a song from one of the previous days such as “*Tengo hambre*,” “*Pon la mesa*,” or “*Vamos al mercado*.”

Merienda & Notas Culturales:

Gather all the students on the floor and initiate a discussion about being polite when trying new foods. Remind the students that Dani and Beto live in Mexico. While they may eat some foods that the students in this class know well, they also eat foods that are very different. Describe some typical foods to them, using pictures and recipes from the internet for dishes such as *tamales* (which can be sweet or spicy), *enchiladas*, *quesadillas*, *tacos*, *burritos* (*de lengua*, for example), and any others you know from your own travels. (Be sure to explain to them that burritos are not typical in most of Mexico, but can be found in the Mexican cities closest to the United States' border.) *Mole* makes a fun discussion as it has chocolate, chiles, and peanuts in it. Students love to hear about *chapulines* (fried grasshoppers), too! As you describe each food, emphasize the vocabulary you have learned thus far, as well as ways of talking about what food tastes like. Ask your students which dishes sound *rico*, and which ones do not. Ask them what they would do to make Dani and Beto feel welcome at their house for lunch, and discuss what things it's important to say when they eat at someone else's house and are presented with unfamiliar foods. Explain that it is particularly important to be polite at a restaurant, which they will be practicing later in class. (You will want to present this bilingually and then encourage follow up discussion like the few questions noted above. Also, you can utilize the *notas culturales* time to bring in samples of foods like *tamales*, typical *jugos*, or Mexican pastries for the kids to try. You can just buy one or two things and cut them into small pieces to share, as the students probably won't want to eat too much. Emphasize the use of *por favor* and *gracias* during the *merienda*, as well as *pásame*. Be sure to have the students use these phrases each class.)

***Note:** Please refer to Day One for the full *merienda* guidelines.

You can sing the “*Vamos a comer*” song together as the students put away and clean up from snack.

Puppet Time: Introducing More Vocabulary

Dani: *Quiero tener mi propio restaurante un día.* I want to have my own restaurant one day.

Beto: *¡Qué padre! Cool! ¿Puedo comer en tu restaurante?* Can I eat in your restaurant? (**Teachers:** Emphasize the phrase *¡Qué padre!* by having all of the students repeat it while giving the thumbs up sign. Since *restaurante* is a cognate, see if the students can guess that word.)

Dani: *¿Vas a portarte bien?* Are you going to behave well? *Vas a decir "por favor" y "gracias" y "pásame eso, por favor?"* Are you going to say please and thank you and pass me that, please?

Beto: *Sí, claro. Vámanos. Te voy a mostrar.* Yes, come on. I'll show you. *Tú puedes ser la mesera.* You can be the server. (**Teacher:** have your class repeat: *la mesera*. Teach them that for a man, it is *el mesero*. Be sure they understand that these words mean waiter/waitress. You can mention that the words change in other countries. For example: In Spain the word is *camarero*.)

Dani: *Hola, Señor Beto.*

Beto: (Speaking in a very polite voice) *La carta, por favor.* (Show your students a sample menu and teach them the word, repeating several times. Then, have Beto study the menu.)

Beto: *Los tacos, por favor. Sin cebolla.* The tacos please. Without onion. (Practice the words *sin* and *cebolla*.) *Y jugo de tomate, por favor.* (Check with your students to see if they remember these words from previous lessons. Teach them *tomate* and have them practice the word. Encourage their efforts. Be sure to use the visuals and repetition to ensure understanding.)

Dani: *¡Claro!* (Hands Beto a plate or the photo cards of the food, pretending it is food.)

Beto: *¡Muchas gracias!* (Pretends to try it.) *¡Está rico!* (Check with your class to make sure they remember what this phrase means from previous classes.)

Dani: *¡Gracias!*

Beto: *Ahora, necesito ir a mi casa.* Now, I need to go home. *La cuenta, por favor.* The bill, please. (Emphasize the word *la cuenta* and using gestures. Make sure all the students repeat the phrase and understand it.)

Dani: *¡Beto! ¡Muy bien, Beto!*

Repaso: Maraca Shake

Pass a maraca or a ball around the circle, asking the students different questions about the vocabulary that was introduced. For example: *¿Cómo se dice "without" en español?* *¿Cómo se dice "tomato" en español?* *¿Cómo se dice "without tomato, please" en español?* What does *Pásame el jugo, por favor* mean? **Variation:** You can also vary this for the older students. Play a game of **manzana caliente**. Put on some fun music in Spanish and have the students start passing around the *manzana* (you can substitute this with pretty much any object). When you stop the music, whoever is holding the *manzana* must answer a question you ask like those mentioned above.

Activity: Student Skits

Now, it's time to get your students to use their imaginations. Have them work together in groups of three or four to prepare simple restaurant skits. They should

decide who will play the server and who will play the people dining out. They also need to determine what they will say to greet each other, what they will order, and what they will say about the food when it comes (*está rico/caliente/picante/dulce*). There should be at least two customers in each skit so that they can also practice asking each other to pass them something. **Be sure to model a skit with student volunteers beforehand so that this activity is successful.** You may also want to hang up the flashcards with labels to help them remember the various vocabulary words they can use for the skits.

They can use the menus they made with the breakfast lesson as props. After they've had some rehearsal time, have them present for each other. Encourage positive self-esteem and respectful audience skills by having all the students clap and say *¡Bravo!* after each performance.

- **Variation #1:** If you have a group of younger students you may want to modify this activity. Demonstrate a little skit using the Dani and Beto puppets and student-made menus. Then ask the students to guess what Dani and Beto said.
- **Variation #2 or Additional Activity:** You can also use this time to have the students create a restaurant menu for their own restaurant, adding on to the breakfast menu they created earlier in the course. Be sure to emphasize the vocabulary words *restaurante* and *carta*. Tell them to choose their favorite foods from the vocabulary they have learned so far. They should draw the foods and label them in Spanish. If there is time, they should also write something about that food. For example: If the student draws a hamburger they would write *hamburguesa* and then the word *rico*, for example. The students can come up with a fun name for their restaurant using the provided template. If you do this activity, be sure to save the students' papers to go in their comprehensive food book for the parents.

Juego: Pictionary

Play a game of **Pictionary**. Divide the class into two teams. (Remember to make the teams as fair as possible so that each team has some of the younger and some of the older students. You can have students of the same age compete against each other.) One player from each team comes to the front of the room and the teacher will say a word in Spanish in their ears. The players must draw the corresponding picture. The first team that guesses the picture and says the word in Spanish scores a point. This game can be adapted to a game of **Around the World** as well. Instructions for this game are in the Day One lesson plan.

Puppet Time/Closing:

When it's time to wrap up, use your puppets and carry on the small conversation below.

Dani: *Necesito ir a mi casa.* I need to go home.

Beto: *Yo también.* Me too.

Dani: *Adiós, Beto.* Bye, Beto.

Beto: *Hasta mañana, Dani.* See you tomorrow, Dani.

Teacher: *Clase, es la hora de ir a nuestras casas también.* (Substitute *escuela* if this is a morning class.) It is time to go to our houses, too.

Adiós: Sing the "*Les Digo Adiós*" song to the tune of "Jingle Bells" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

Les Digo Adiós

Adiós--ya me voy

Hasta luego

Vamos a la casa ya

Les digo adiós

Hand out the newsletters and have the students say goodbye to you in Spanish before leaving. **Make sure they turn their nametags in to you,** and make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Extra time: If there is extra time you can play a fun game of **Grocery Bag Game**. The instructions for all three games can be found on the Day One lesson plan. You might also sing some of the songs from earlier in the course, such as "*Pon la mesa*" or "*El zócalo ¡a comer!*"